***I Did Not Panic: Creating Historical Narratives* (p. 118)**

Summary:

Focusing on the message and content of students work in assessing understanding. By adapting literacy strategies ie.. use of an analysis sheet, helped her students organize information. The analysis sheet had questions to help students focus on the larger historical content. This also contributed to students making sense of alternative view points and question the facts and interpretations raised. Questioning also helps students separate or determin what is and what is not historically accurate, as some literatures might be biased, and provide a more compelling argument swaying the students decision making process.

**Lesson Plan/ Instructional Strategy**

Hyperlink: <http://www.civilwar.org/education/teachers/lesson-plans/lesson-plan/john-browns-raid-on-harpers.html>

Students will gain a historical knowledge of John Brown's 1859 raid and an understanding of how to utilize primary sources to study a historic event.

Assessments:

Provide students with the "Was John Brown a Hero or a Murderer" assignment to complete in written or oral form.  Score with the rubric.

* ["Was John Brown a Hero or a Murderer" Assignment (PDF)](http://www.civilwar.org/education/teachers/lesson-plans/john-browns-body-lesson-plan/hero-or-murders-assignment.pdf" \t "_blank)
* [“Was John Brown a Hero or Murderer?” Rubric (PDF)](http://www.civilwar.org/education/teachers/lesson-plans/lesson-plan/john-brown-primary-source.pdf" \t "_blank)

***Analyzing Students’ Historical Narratives* (p. 120).**

Summary:

The author relays the important fact that historical narratives are supported by previous works and research done by others. These are usually supported by primary sources, and how primary sources plays an important part on accuracy of historical narratives. An example of such is having her students create their own historical narrative through writing on events or persons as they were living through the experience by creating a diary. This helped them think about what they would write based on what they could support through resources.

**Lesson Plan/Instructional Strategy**

<http://www.civilwar.org/education/teachers/lesson-plans/civil-war-animal-mascot-lesson-plan/civil-war-animal-mascots.html>

I thought this was interesting about learning about the Civil war through the eyes of soldiers mascots. Students will be able to understand the important roles animals pets had in the Civil War by gaining the affection of the soldiers on the battlefields and reminding them of their lives back home.

Assessments:

**Kinesthetic Leader:** This lesson can be enhanced by having the students participate in a real life Civil War reenactment. Students can be divided into two separate groups. The reenactment can be of one of the battles, topped off with one student dressed as Abraham Lincoln and making the Gettysburg Address.

**Rigorous Assessment**: Students that demonstrate a higher understanding of the Civil War can be challenged with a more rigorous assignment of creating a bulletin board that demonstrates what the two sides were fighting for during the war. See Rigorous Assessment Rubric for more detail on grading and assignment expectation.

Rubric:

Teacher can assess the students with the [Mascot assessment](http://www.civilwar.org/education/teachers/lesson-plans/civil-war-animal-mascot-lesson-plan/civil-war.pdf" \t "_blank) and the [Tri-fold Board Rubric](http://www.civilwar.org/education/teachers/lesson-plans/civil-war-animal-mascot-lesson-plan/civil-war-mascots-tri-fold.pdf" \t "_blank).